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Education for the hearing impaired is discussed in nine conference papers. J. N. Howarth describes "The Education of Deaf Children in Schools for Hearing Pupils in the United Kingdom" and A.I.Dyachkov of the U.S.S.R. outlines Didactical Principles of Educating the Deaf in the Light of their Rehabilitation Goal." Seven papers from Poland are also included: "Specialistic Consultation Rehabilitation Centres for Children with Auditory Defects Organized by Polish Association of the Deaf" by D. Borkowska-Gaertig, "Results of Research on Training and Educating Deaf Children Together with the Hearing" by K. Kirejczyk, "The Analysis of Work Led on Revalidation of Deaf Children in Poland" by I. Stawowy, "The Organization of Rehabilitation Dispensories for Children with Hearing Defects of the Polish Association of Deaf" by L. Kostencki, "The Tasks and Work of Surdopedagogues in Revalidation Dispensaries for the Deaf" by K. Lubkowska, "Education of Hard-of-Hearing Children by W. Jelska, and "Causes for Crisis of Education System of the Deaf in Special Schools" by K. Kirejczyk. (JD)

Education for the Hearing Impaired (Auditorily Impaired)

Selected Papers from the Fifth Congress of the World Federation of the Deaf Warsaw 1967

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Preface

Education for the Hearing Impaired is a collection of 9 papers selected from those presented at the Fifth Congress of the World Federation of the Deaf, Warsaw, 1967. These papers were collected and compiled by the Alexander Graham Bell Association, Washington, D. C. Other collections of papers from the Congress have been compiled and are available from the ERIC Document Reproduction Service. Other collections announced in this issue of Research in Education may be found by consulting the Institution Index under World Federation of the Deaf or the Subject Index under aurally handicapped. Titles of these other collections are:

Communication Methods for the Hearing Impaired
Cultural Activities for the Deaf
Diagnosis of Hearing Loss
Psychology of Deafness
Rehabilitation of Hearing
Sociological Aspects of Deafness
Training And Qualifications (Teachers and Workers for the Deaf)
The Very Young Hearing-Impaired Children

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GROUP "A"

SPECIALISTIC CONSULTATION REHABILITATION CENTRES FOR CHILDREN WITH AUDITORY DEFECTS ORGANIZED BY POLISH ASSOCIATION OF THE DEAF.

/A paper/

In the struggle for improving the lot of the deaf and safeguarding their interests, associations and unions organized by the deaf themselves played important role since their establishing at the end of XIXth century. The needs, difficulties and tragedies of those afflicted with deafness being best known to them - the deaf began organizing themselves, appealing to authorities, and public opinion in their respective countries with creative and progressive initiative in the field of protection and care for the deaf.

As result of this activity e.g. in Denmark "Danish Association of Improved Hearing" was established in 1912 which during its 55 years' long work developed into one of leading organizations in the world for the welfare of the deaf.

The first "Association of the Deaf" in Poland was founded in 1876 i.e. 90 years ago and after some organizational changes developed into "Polish Association of the Deaf" in 1955 struggling for the welfare and independence

of a deaf citizen in the society of the hearing. These attempts were expressed recently by the Association aiming at providing specialistic care for deaf children at the time of their earliest development. This work is to assist mothers in their difficult task of adjusting deaf children to life in their own environment and families.

Initial polling investigations on deaf children population in Poland.

In 1965 Polish Association of the Deaf initiated organization of consultation work for deaf children all over Poland. This work was undertaken basing on scientific assistance rendered by Mother and Child Institute.
The first step was gathering information about social, economic and sanitary conditions of children with impaired hearing by means of polling conducted by publishing in press a specially prepared questionnaire.
The polling results brought addresses and information about "deaf" children and with serious hearing disorders residing both in large towns and in smallest villages all over the country. Basing on statistical data it was stated that about 90% children answering the poll lost their hearing before being 2 years old, 96,3 % deaf children did not speak before 6 years of age, under medical care were about 26% children and under rehabilitation treatment about 10% children mainly between 4 and 5 years of age, including about 1% of them using hearing aids. About 35% "deaf" children lived in towns and the rest in villages. In town children belonged in about 72% to workmen families and about 20% to professionals and office employees /so called "mental workers"/. 87% village children are from farmers' families. It was pointed out that 25% mothers of deaf children work for their wages. In farmers' families actually all the mothers devote most of their time

to farm and housekeeping work though percentage of wage-earning women is very small.
According to questionnaires and additional information supplied by Polish Association of the Deaf and Ministry of Education the total number of deaf children in Poland was estimated at about 18.000 thus giving an index of 0.1 equal to that presented by World Federation of the Deaf at II World Congress in Zagreb in 1955.
Those estimates did not include questionnaires about children with general disorders due to neurotic and psychic reasons considerably dominating over deafness or were a cause of it. In order to learn to what extent deafness is connected with mental handicap or influences mental retardation - psychologists consulted by the Centres /Gałkowski, Smolenska/ conducted a preliminary psychological analysis of about 200 cases reported in questionnaires. Their examination disclosed as highly intelligent 11,3% children, average 45%, 22,3% mentally retarded and 21% mentally backward. In the first three group 30% children have shown some emotional disorders due to psychical traumata caused by deafness and environmental conflicts. All the parents reporting on their children in the questionnaires have shown deep concern and care for them. Many letters enclosed with questionnaires asked for medical examination and help in child's education.
The results of polling in 1963 establishing needs connected with development of care over "deaf" children in Poland brought following 3 conclusions: Care for covering deaf children ought
1/ to have general character,
2/ to begin since infantile age and
3/ to be conducted by teams of specialists composed of:
a physician, a psychologist and a logopedist /for speech rehabilitation/.

Development of specialistic Consultation Centres conducted by Polish Association of the Deaf.

Polish Association of the Deaf basing on above conclusions began to establish consultation centres within the frame-work of its own organization in branches functioning in every province /voivodeship/. These consultation centres are subsidized by Ministry of Health and also by Ministry of Education. Scientific and methodical base is provided by Mother and Child Institute and its Otolaryngologic Clinic with Audiologic-Rehabilitational Consulting Centre. Work rendered for the Association by Mother and Child Institute is shared by its Organization and Methodical Section and Theraupetic Pedagogy Department. In the provinces consultation work is carried out by Otolaryngologic Clinic of Medical Academies and Defectologic Psychology Department of Cracow University and Chair of Polish Language at Lublin University covering whole country with its logopedic activity.

It was decided that care over children with auditory defects exercised by Consultation Centres ought to be based upon three specialistic disciplines. Therefore in every consultation centre conducted by the Association as well by Central Consultation Department of Mother and Child Institute - diagnostic and rehabilitational work is conducted by otolaryngologist-audiologist, psychologist and logopedist or pedagogue. To make such specialists become familiar with problems concerning development, pathology, diagnostication, theraupetics and rehabilitation of children with impaired hearing - Mother and Child Institute organized courses on surdopedagogy at which 100 persons were trained and on surdopsycholgy training 25 persons. Physicians are being trained on basis of individual training assignments at Otolaryngologic Clinic and at Central Consulting Department of Mother and Child Institute.

Specialists thus trained constitute medical staff for consultation centres operated by Polish Association of the Deaf. Considering that such courses provided only general introduction into the problems of child deafness, a larger team of specialists from Otolaryngologic Clinic and Audiologic-Rehabilitational Consultation Centre of Mother and Child Institute initiated working out of detailed methods of diagnostication and rehabilitation for physicians, psychologists and logopedics. This team of specialists belonging to the Clinic and Consultation Centre is composed of: 4 physicians otolaryngologists-audiologists for children, 1 phoniatrician, 2 psychologists, 1 phonetician, 1 logopedist, 2 pedagogúes, 1 accoustician /engineer/ and for ear insertions, 2 audiologic laboratory assistants, 1 electronic technicián and nurses. This team cooperates on the principal of mutual consultations while attending patients. Furthermore each of the specialists elaborates on theoretical basis methods of treatment and detailed instructions about introducing them into practice.x/
In this way the team worked out a scheme of case history for children with impaired hearing divided into following parts: medical, psychologic and logopedic with consideration of anemnesis and examination methods adapted for particular age groups of children. Principles of auditory and psychologic, speech and voice rehabilitation were prepared together with tests for speech teaching. Parallel to that a schedule of work for parents is being worked out for 1, 2, 3 and 4 years age groups. Basis for all the elaborations concerning both diagnostics and rehabilitation are the

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x/ Elaborated partly in cooperation of Scientific Board at Ministry of Health and Social Welfare with Children's Bureau-MHEW - proj. No. WA-CB-3 Mother and Child Institute.

principles of development of hearing, speech, psychomotor and central nervous system of properly developed and hearing children.
For the purpose of increasing the efficiency of hearing and speech rehabilitation 2 electronic devices were designed as prototypes:
1/ amplifier with earphones with sound controls for each ear and with possibility to change auditory curve at high and low pitch and
2/ vibration apparatus with sounds transfer on finger touch through vibrators.
To check the value of those methods experimental are as covered by 4 Consultation Centres of Polish Ass'n of the Deaf in following provinces voivodeships: Cracow, Szczecin, Katowice and Wrocław. Specialists working there assist the Warsaw team with their experience and critic.
All the administration and organizational matters are taken care of by Polish Association of the Deaf and its Children Rehabilitation Department. This institution supplies instructural aids and didactic materials, coordinating and gi[illegible] directives for every Consultation Centres in Poland. Social activity groups of regional branches of the Association serve as laiason between consulting specialists and families of deaf children.

Conduct and results of work.

Consulting centres provide advice to both insured and uninsured children free of charge. Active advisory activity is conducted by summoning children to a Centre, travelling expenses for the insured being covered by Public Health Service. Hearing aids are given free under Public Health Service scheme covering about 80% patients. In those centres with 2 specialists the tendency is to integrate a child with auditory defects into the society of the hearing. Much care is taken to protect children

against the "asylum system" and educate in boarding schools only such children whose development is retarded by additional disorders or those whose parents are unable to work on rehabilitation themselves or cooperate with consultation centres. During 5 years' /1964-1966/ development of consultation acticity shows certain progress but creates also serious difficulties. Every year brings growing number of consultation centres and presently there are 14 of them covering 17 provinces. The number of children under care of logopedics in consultation centres grew threefold /from 629 to 1875/. Nearly doubled the number of advices rendered to parents /from 4506 to 8014/ and also the percentage of children registered at the centres /from 10% to 24%/. However in spite of large percentage /24%/ of children reporting at the centres nothing would justify optimistic conclusions that all of thew are properly rehabilitated by their parents. Analysis conducted in Audiologic-Rehabilitation Centre /Szymanska, Pawłowski/ has shown that the difficulty in carrying out rehabilitation work at family homes originates from the fact that mothers of deaf children have to be wage-earners and their lack of education. For these reasons in spite of frequent summoning children to the Centre, finarcial facilities for parents, convenient location of centres and increasing number of specialists, it is often possible only to examine a child and provide it with a hearing aid but it is impossible to have any influence upon conducting rehabitational exercises under home conditions.
Resulting from environmental reasons only part of children is able to take advantage of rehabilitational help at the centres, the only assistance to remaining children is using individual hearing aids amplifying sounds from their surrounding and thus applying auto-rehabilitation of hearing. Polish Association of the Deaf conducting consultation centres for 5 years only and limited financial means and

accommodations and still insufficient specialist staff especially surdo-logopedists and surdo-pedagogues, decided a year ago to narrow for a time being the schedule of rehabilitation in relation to existing possibilities taking however under consideration the most urgent needs. In view of specific developmental conditions and ability for adaptation in first years of life, the work was concentrated on rehabilitation of children up to 4 years old with special consideration to auditory rehabilitation with help of hearing aids.

In order to provide with hearing aids all qualified children a trial equipment with those devices was decided as principle to furnish aids to every child with impaired hearing from infancy or from the moment when hearing disorder occured because detailed diagnostic examinations in children below 4 years of age are hardly successful.

Basing on accepted methods of audiological treatment and principles of development and rehabilitation together with social and organizational assistance from Public Health Service, rehabilitational scheme covered all reported children up to 5 years of age. In order to gather information about the results of those yearly activities from the area of the whole country a questionnaire polling was undertaken. Its results have shown that hearing aids are being used by 70% children up to 5 years of age, 78 % being 4 years old and 89% - 3 years old. Attention has turned to difficulties reported by parents. In 21% cases difficulties are of technical nature, in 28% troubles are due to emotional disorders, educational and rehabilitational errors of the environment and also to audiologic character of the troubles /e.g. narrow auditory field, and painful reaction at increased intensity of sounds/. Further information obtained from the questionnaires shows that in 45% children auditory rehabilitation is controlled by the Centres. In other children such re-

habilitation can be conducted only on self-rehabilitation basis i.e. spontaneous and automatic registration of acoustic signals from child's surrounding by means of amplifier and hearing aid.

Although these results show certain progress in organizing care over deaf children in our country, they are by no means satisfactory. Besides some aspects of the problem of deafness in childhood and organization of consultation activity - many factors conditioning obtaining by every deaf child the help it needs. The problems of prophylaxis were not discussed as well as early detection, detailed diagnostic and location of defective auditory organ, treatment, particular individualization in rehabilitation depending from mental and psychical development of a child and its ability to develop speech. What can be considered as real progress in present work of our Consultation Centres is organizing teams of many specialties extending care over deaf children and especially establishing everyday cooperation between physician, psychologist and logopedist with social active groups of Polish Association of the Deaf. Particular steps undertaken by Ministry of Health and Social Welfare in the field of children rehabilitation ought to contribute towards further growth of consultation activity for deaf children.

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Group "A"

RESULTS OF RESEARCH ON TRAINING AND EDUCATING DEAF CHILDREN TOGETHER WITH THE HEARING

/The Paper/

History of education of the deaf points out that during the whole time in which special schools for them existed their pupils upon their completion are being totally unprepared for life among the hearing after studying there for 7, 8 and 9 years. They are unable to read lip language fluently and to speak distinctly, they fail to understand written language or form correct sentences. Their knowledge is on a level of the fourth or fifth grade of elementary school.

No wonder that such unsatisfactory results of education caused critical opinion of the present educational system and spurred creative minds to search for more effective solutions.

Besides the research in teaching methods, there appeared some attempts towards organizational reforms trying first of all to counteract isolation of the deaf from the hearing in the present system of education of deaf children in special schools. It is rather difficult to ascertain who first initiated this new trend and when.

It is known, that such attempts were started by Daniel and Greiser in 1826, then another one in Petersburg in 1836 and in the sixties of XIX century by Jan Papłoński in Warsaw, and later on by dr Blanche, chief physician in Deaf-and-Dumb Institute of Paris. In the XXth century new attempts have been undertaken by Sokoliansky and in Moscow, Rio de Janeiro, Chicago and Poland

All those attempts aimed to establish closer contact of deaf children with the hearing during the process of education. Some wanted to achieve this purpose within the existing system of special schools while the other tried to enroll deaf children in normal schools. The first attempts did not contribute much new though special schools follow the same system till the present day. The other trials of taking deaf children into normal schools brought recently many promising results.

In 1956/7 a Moscow class of 8 deaf children was enrolled in an elementary school for the hearing. They were taught separately by specialists and extra additional activities together with normal children were organized for them. After one school year it was found that these children made much better progress in comparison with those attending special schools.

In the same year a certain number of deaf children were enrolled in small groups in classes of normal children. Also in this trial, after the difficult period of adaptation, the final examination has shown unexpectedly good results especially in general development of deaf children upon termination of sharing classes with normal children during one school year.

I should like to turn attention to our own investigations conducted in Poland in 1962 and 1967.

In the course of work of the Scientific Committee for Deafness it has been found that there are such deaf people in our country who after loss of hearing attended normal schools of secondary and higher education graduating them

and obtaining masters' degrees.

This phenomenon was considered as an important one and consequently those people, their course of education in schools for the hearing - became the object of special research in 1962. The investigations disclosed that they pursued their studies successfully together with the hearing in normal schools, mastering the objects of their curriculum and passing from lower to upper grades terminating their schools within regular time.

Basing on the results of these investigations a reform programme for special schools for the deaf was prepared by dr K.Kirejczyk, many discussions and a scientific symposium were organized. The results of the investigations and the reform programme were published in the press and dr K.Kirejczyk presented them at the IV Congress in Stockholm in 1963. All this caused increased attendance of deaf children in normal schools together with the hearing.

In turn these children became the object of dr K.Kirejczyk's further research conducted in 1967. The investigations were carried out by means of questionnaires sent to headmasters of normal schools attented by deaf children. Their teachers and school physicians answered the questionnaires getting often information from their parents. In doubtful cases additional information was obtained and in a few detailed investigation about the schooling results and knowledge was conducted.

In the course of the investigations it was found that considerable number of children actually deaf, with remnants of hearing and hard of hearing study with success together with the hearing children in normal schools established in different towns and villages. The parents of the children are on different educational levels, from nearly illiteracy to graduates. Some were professionals or belonged to working class, tradesmen or farmers. The children study under various home conditions: some have a room of their own, others have a separate table in the living room while some share a table with their brothers and sisters.

Some are helped by tutors especially hired or by their parents in their spare time but there are also such who learn without any help with perfect success although such child might be the only one deaf among the hearing in a class or even at school.
41 children were investigated. Among them were 16 actually deaf, 25 had remnants of hearing enabling feeble, hard to understand sounds of human speech spoken with a raised voice. Hearing aids were given to 16 children but 2 of them never used them. Children deaf at birth were 15 /36,6%/, those that lost their hearing in the first year of age 12 /29,28%/, the rest became deaf later, while 2 of them when attending school. It is evident from the above that the majority of the children lost their hearing before the period enabling mastering speech by means of sense of hearing but in spite of this fact those children attend normal schools for the hearing and make satisfactory progress.

Physical development of the examined children as compared with normal hearing ones could not be regarded as bad. 8 children were qualified as very well developed physically, 29 as well developed and 3 belong to a group of satisfactorily developed and there was a lack of one answer. Four of the examined children suffered from faulty sight, in three cases it was myopia and in one a limited field of vision in the left eye. However one of the short-sighted wearing glasses belonged to the best pupils and had the best marks in the Vth grade and the two attending already the VIIth and the Xth grade respectively received also good marks. The pupil with the limited field of vision studied in the VIth grade and had good and very good marks on his record. This shows that faulty sight corrected by spectacles does not prohibit possibility of studying for deaf children with the hearing ones in normal schools.

General psychical development of the deaf children comparing with the hearing ones was also satisfactory because as many as 7 of them belong to the group of the very well psychically developed. 10 children belong to very intelligent,

11 show very good perceptiveness and as many as 13 highly diligent. The deaf children classified as well psychically developed by their teachers numbered 11, the same amount /11/ were classified as developed satisfactorily and 3 as being on low level of general psychical development. Comparing the ratings of development of different functions given by the teachers it appears that among those children the highest are for: perceptiveness and diligence; then in the middle are: resourcefulness and general intelligence and the last: memory, thinking and concentration. However the average rating of the worst developed functions is not bad since it is just below good.

Discussing school records the results showed that only 1 pupil /in 41 examined/ was reported as "failure" and could not be taught at a normal school together with normal children. 11 /26,82%/ were in a group of "poor pupils" out of which only 2 received bad marks at the end of the term. 9 of them did not receive bad marks only one had bad marks on his report card in the previous year and the other two years before. The rest of the pupils from the "poor group" in the last two and half years had no bad marks on their cards what proves that they were not really dull pupils. The next 9 /24,4%/ deaf children were considered as of middle group, 17 /41,46%/ in the group of decidedly good progress and 2 /4,88%/ belonged to the best having obtained "A" mark in all the subjects. Those best pupils were girls: one actually deaf with completely no hearing, the other one could make use of a hearing aid. The parents of both had only elementary education: one father was a workman the other a barber. Both of those girls, it semms, did not enjoy the best environmental conditions but in spite of that made excellent progress. The medium grades were put together separately for basic subjects, artistic - manual /so called technical/ and physical exercises - on the following table:

Basic subjects	Grades							
	I	II	III	IV	V	VI	VII	VIII
	B-	B-	B-	B-	B	C+	C+	B-
Artistic-technical	B	B	B+	B	B	B+	B+	B+

They appear to be not bad results being within the range of C+ to B+.

These results show furthermore that there is not any difference in progress between lower and upper grades thus proving that the deaf children manage to get fair marks in both categories of subjects.

A pleasant surprise was the comparison of progress attained by the children completely deaf with that of children with remnants of hearing. It appeared that the deaf children make not only satisfactory progress but obtain better results than those of bad hearing while attending normal schools. This fact proves again that deafness does not play a decisive role in the process of education, there seem to be more important factors and their close investigation ought to direct our research efforts in the course of next years.

Investigating in turn the degree of skill in reading lip language, I have found that in 13 cases the teachers considered it to be rather poor, but in 25 cases as good and in 3 even a very good one. Among 41 examined children - 33 deaf make themselves understood to their school fellows by means of speech only, 4 by speaking and writing and 4 by speech and sign language. There was not a child who used only signs or only writing in contacting his school fellows or signs and writing exclusively, while such children are rather numerous in special schools. This proves that better progress in education is achieved in normal than in special schools. This fact has been also confirmed by special investigations conducted by M. Lubkowska who is going to present them in a paper of her own at the Congress.

The distinction of speech of the examined deaf children is on rather inferior level. None of the children speaks with intonation. Only 7 children speak distinctly and 22 make themselves understood, 11 are hard to be understood and 1 speaks unintelligibly. That means that the majority of children makes themselves understood or are hard to be understood what from the social point of view cannot be considered as a great success. If we would compare those results with the progress of children educated in special schools then it might appear that the pupils of special schools speak still worse than the deaf attending normal schools. The results presented above require much labour and effort on the part of deaf children studying together with the hearing ones. The greatest difficulty presents curriculum of the Polish language especially in mastering speech as the basic means of making contact and there is also some difficulty in learning mathematics. To get satisfactory results in those subjects the deaf children must be helped by their parents, teachers or school-mates and such help ought to be provided for deaf children. This is especially needed for those children who were not adequately prepared for studying in normal schools.

A serious handicap in making better progress by the children of hard hearing is inadequate equipment with hearing aids. There is not only the lack of hearing aids but their quality is not of the best and faulty adjustment, difficulty in maintenance and mending. This is the cause that such essential help in the process of education as hearing aids does not bring expected results for the children attending normal schools. It appears from then investigations that the deaf children attending normal schools manage quite well in spite of encountered difficulties.

The research disclosed also some factors on which depends the success of such education, namely:

1/ normal or high degrre of psychical development /especially mental one/ of a deaf child attending a normal school;

2/ preparation for education there during the years previous to the school age especially by supplying the same amount of knowledge as for the hearing children, teaching to read lip language and ability to speak;

3/ creating adequate conditions and friendly atmosphere both at school and at home during the schooling period, sitting them in proper places in the class-room, providing textbooks and assisting them by teachers, parents, school-mates in case when they have difficulties in understanding or learning some particular subjects.

It is obvious that putting into effect all the above conditions is going to be difficult. All the handicaps ought to be examined and overcome. It is imperative to be done because education of the deaf in normal schools is cheaper, more convenient for parents as schooling may be done in their places of residence and what is most important it gives them the same chance of development equal to that of hearing children and reaching the same status in society which up till now was impossible to attain. Therefore the problem of educating the deaf together with the hearing has positive chance to be put into effect in the future in spite of encountering certain difficulties in this field.

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Ped-45

THE ANALYSIS OF WORK LED ON REVALIDATION OF DEAF CHILDREN IN POLAND

/The paper/

In 1817, J. Falkowski started to organize care of deaf children in Poland. He was the founder of the first school for deaf in Poland. In this school, as well as in those which were organized later in Poznań, Rybnik, Kraków and Lwów various methods have been applied in turn: oral, gesture and oral-gesture.

After the first world war all institutions started to apply the oral method. Teaching of speech was acknowledged as one of the basic aims of schools. After the second world war a large development of special education is happening in general, and thus, the deaf education as well.

The development of social relations, mechanisation and automation of labour poses new aims to the education of the deaf. Now we have to lead the education in such a way as to provide for the pupil not only a profession, but the skill to learn more and to get the ability to be adapted to the changes which occur in the social, business and private life of an individual, which is connected with an enormous progress of science. A deaf, in order to reach it

must master the skill to get in touch during his job by means of the speech. What is now the problem of the education of deaf in relation to the changes and needs of the deaf that happen so quickly?
The deaf in Poland are being educated in two ways. The majority of the deaf learn in special schools. A part of the deaf takes advantage of the dispensories for deaf, or they are educated individually by their parents, and next introduced into the stream of teaching and educating the hearing.

There are 22 institutions for deaf children in Poland. In these institutions care is taken of deaf children aged from 4 to 18 years.
There are:
1. kindergartens for children from 4 to 7 years.
2. eight-classes primary schools for children from 7 to 15 years,
3. primary professional schools for young people from 15 to 18 years.

In spite of the development of education, the improvement of work methods and the increased level of the teachers' qualifications, the investigations carried out in the institutions and work places of the deaf who graduated from professional schools, showed that as far as the preparation of the deaf to profession is concerned - it is good, but getting in touch of the deaf by means of speech arises many reservations.
I. Mrs Stawowy after having examined 672 deaf who finished the primary and professional schools, ascertained that only 10 % of the investigated deaf got in touch using speech.
When analysing this problem on the basis of investigations performed by I.Geppert, K.Kirejczyk, K.Głogowski, and

I.Stawowy it was found that the main reasons of this phenomenon are the following:

1. the care taken of the deaf child started too late,
2. the deaf has been isolated from hearing people,
3. the apparatuses that amplify the voice and therefore allow to use the remainders of the hearing were not sufficiently applied.

4 years old children should be under a care. Thus, the first 4 years of the life of a deaf child are lost for speech teaching. And this is the very period during which the psychophysical possibilities of the child to learn the speech are the greatest.

The isolation of the deaf results from the fact that all the kindergartens, primary schools and professional schools have their boarding houses. A small deaf child who is accepted to a boarding house enters the environment of deaf, where the easiest and natural mean of getting in touch is the gesture. The speech the child is being taught does not find natural conditions to be fixed. In boarding houses there are very fiew situations forcing the child to use the speech. Such an organization of education is caused by a big dispersion of the deaf all over the country. The agglomeration of deaf is not big enough to organize schools without boarding houses.

It is undoubtly a great achievement that children are under a special care since the age of 4 years, as also the elaboration of work methods with deaf children in kindergartens. The result of the above said is that after a three years stay in a kindergarten the child is able to get in touch if the situation is easy, by means of simple sentences /to use sentences about 500 words are needed/ and it is prepared to learn at school.

The school program includes the V, VI forms of a primary school for the hearing.

After graduating from a primary school the majority of the children goes to the primary professional schools. There also are not numerous cases when children from a primary school for deaf go to a professional school for the hearing.

It is tried now to organize separate forms for deaf children in schools for hearing children. These are only trials and one cannot speak yet about the results of such an organization.

Looking for this problem solution, the Polish Association of Deaf paid attention to the deaf who were taught individually and who graduate from the schools for hearing children.

On the basis of the achievements the above deaf got, the Polish Association of Deaf asked dr. Kazimierz Kirejczyk to elaborate a proposal of a reform of deaf education.

This reform should be based on an individual care being taken of the child at the moment deafness is being stated.

The child's tutor must be prepared to his work by the Dispensories of Rehabilitation of Children with Hearing Defects and he should collaborate systematically with the dispensory. The tutor should aim at conducing the deaf to be able to learn in a school for hearing children.

When already attending a school for the hearing, the child should follow up to be under the care of the dispensory.

According to this reform the Polish Association of Deaf conducts 14 Dispensories for Rehabilitation of

Children with Hearing Defects the task of which is, among others, to prepare the deaf child to learn in a school for hearing children and further care of them. There are 362 deaf children in Poland learning in schools for the hearing. However, the work of these dispensories meets serious difficulties.

In the majority of cases the child's parents are professionally working and because of the financial conditions of the family either of them can resign working. In connection with this it occurs very often that there is nobody in the whole family who would be able to take systematical care of the deaf child, to learn the attitude to the child and bring it to the dispensory. The dispensories are in district towns and bringing there children from distant places is difficult and sometimes even impossible. In spite of this, the work led by the dispensories proved that a part of children can graduate from schools for normal children due to the dispensory help.

Analysing both systems of the revalidation of deaf we suggest the following conclusions:

1. An obligatory laryngological examination of children ought to be introduced during the first year of their life in order to find out the hearing defects as early as possible.
2. In the cases deafness is being stated, the child ought be immediately taken under a special care of a dispensory or of special creches.
3. Both systems of education should be parallely developed which would permit to choose the proper way of education depending on the child's cognitive possibilities family relations and so on.

4. The institutions and the dispensories should collaborate very closely.

5. The apparatuses which amplify voice should be used more often than now.

6. Scientific investigations should be performed, the skill of the workers increased, the most modern scientific achievements should be applied in practice.

V KONGRES ŚWIATOWEJ FEDERACJI GŁUCHYCH – WARSZAWA 1967
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THE ORGANIZATION OF REHABILITATION DISPENSORIES FOR CHILDREN WITH HEARING DEFECTS OF THE POLISH ASSOCIATION OF DEAF

/The Paper/

The organization of dispensories of the Polish Association of Deaf was preceeded by several years of preparatory work led within the frames of the Scientific Committee for Deafness called into being at the Head Board of the Polish Association of Deaf.[1/]

The year 1962 was devoted to hard conceptional and preparatory work of the Committee. Scientific investigations were then performed of deaf children who in spite of lack of hearing studied in normal secondary schools together with the hearing, successfully graduated from these schools, passed examinations to the universities and got the degrees of m.a. Then, they obtained professional work together with the hearing, never giving up as far as their work and life were concerned. On the basis of these investigation results the Polish Association of Deaf - being the initiator of the Polish way of educating and teaching the deaf - charged Mr. K. Kirejczyk m.a. the Preside.t of the Scientific Committee

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1/ Mr K. Kirejczyk m.a., was the President of the Committee his deputy was Mr L. Kostencki m.a., secretary Mr St. Siła-Nowicki.

for Deafness with the task to elaborate a draft correcting the existing system of deaf children education. This draft has been discussed, among others, with the teachers of schools for the deaf and other experts, and finally presented for consideration and acceptation at the Plenum of the Head Board of the Polish Association of Deaf. Then, is was sent to the Minister of Education and published.[1/]

Simultaneously "The view of the Polish Association of Deaf as regards the reform of prophylaxis, medical treatment and revalidation of deaf children" [2/] was elaborated. On the basis of these documents and additional scientific reports, a scientific meeting on deaf children took place in December 17 and 18, 1962, organized by the Institute of Mother and Child and the Association of Polish Teachers, Division of Special Education. During this meeting all most essential problems from this field were discussed. On the basis of the performed scientific research work the final profile of Dispensories of Rehabilitation for Children with Hearing Defects was fixed, the regulations established and the organization started.

One of the first activities of the organization was to make out an all-Polish approximate list of children with impaired hearing of the age from 0 to 14 years.[3/] This list revealed the necessity to take care of about 4.000 children.

The basic dispensory tasks are the following: a/ to ensure an universal, equal with the hearing, development of deaf children with special regard to lip reading, speaking, writing, reading and full understanding of the

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1/ K.Kirejczyk "The reform of the existing system of deaf children education". "Swiat Głuchych" /World of Deaf/, Special Nr, Warsaw, 1962.

2/ Polish Association of Deaf. Supplement to the Special Nr of the "World of Deaf", Warsaw, 1962.

3/ This activity was conducted by the Children Laryngological Clinic at the Institute of Mother and Child under the guidance of Danuta Borkowska-Guorting, M.D.

mother language, b/ to gather and elaborate statistical and scientifical data, commissioned by the Polish Association of Deaf, and c/ to prepare the parents of deaf children to conduct the child's rehabilitation. The above mentioned tasks of the dispensories were accepted in 1962 but they are still actual. It results from several years of observations that more attention should be paid to the universal development, especially to mental development of deaf children, and to help given to the parents, tutors and teachers in their work on these children rehabilitation.

As one of the main aims of the dispensories assumed was the question of qualifying deaf children, according to special investigations and work led with them for several years, to most adequate schools and institutions for further general and professional education. These assumptions should be included into the practical activity of the dispensories. None of the selective committees has proper conditions to get exactly acquianted with a deaf child. This can be done by a dispensory and is the task of the dispensory workers. Therefore, the dispensory should determine to which special or normal school the child should be directed for education.

The same concerns professional consulting. Directing deaf people to most adequate professional work requires not only the knowledge of the labour market demand and immediate psychological examination, but also the way and possibilities of development of separate individuals should be known, which is possible only in a course of several years observation in a dispensory. Therefore, the dispensories must take part in such a decision in concordance with the child's parents and the school it had attended.

Deaf children, with impaired hearing of preschool and older age, attending schools for the hearing, or being out of school, can take advantage of rehabilitation dispensories, for children with hearing defects of the

Polish Association of Deaf. Deaf children learning in special schools can profit by a dispensory only under the condition it is required by the director of the special school they are attending. This results because of a relatively poor personel of the dispensories and of the fact that care and pedagogical direction in these schools are already ensured.

The dispensories in Poland are differentiated into the central one, organized at the Institute of Mother and Child in Warsaw, and the district ones organized in separate district towns at the delegacies of the Polish Association of Deaf. In the future the dispensories will embrace all deaf children of the country. It results from the experience we are having that the accepted organization of dispensories should be supplemented with the dispensory agencies /so-called Logopedic centres/ organized in more distant places which can be reached by a sufficient number of deaf children. In such agencies should work, first of all. pedagoges - logopedists. Health and psychological rehabilitation could be ascertained for these children in district dispensories which they might visit from time to time.

More detailed tasks of district dispensories are the following: registration of children with impaired hearing examination of their physical and psychical development, state of senses - hearing and sight - speech organs and distinctness of speaking, medical treatment, protheses and their maintenance, conducting of exercises, improving the remainders of hearing and developing psychical properties and features which are important for deaf child development, speech forming, general development /in its all forms/, and language thinking, instructing and helping the parents, tutors and teachers who address the dispensories, and the correction of their rehabilitation work, as also helping to place children in most suitable institutions for teaching and education, and next in appropriate work places.

Among the above mentioned tasks the duty of making selection and ensuring professional consultations are lacking. The greatest emphasis, as far as practical activity of the dispensory is considered, should concern matters connected with teaching and educating the deaf and hard of hearing children since their first years of life. This should be equal with the education that is usually taught to their hearing peers. The idea is,first of all, to reach a mental development of the child, its knowledge of phenomena appearing in its surrounding, appropriate forms of reactions and so on. These elements must be included into the dispensory tasks as, according to our experience, they are not sufficiently taken into account when dealing with deaf children even during even during the speech teaching.

One of the most essential factors that condition the realization of the above cited tasks, is an appropriate selection of the staff of working specialists and an appropriate dispensory management. As the main role in the process of rehabilitation of children with impaired hearing is plaid by their teaching and education, the remainings of hearing not being taken into account, we find that the chief of a dispensory should be a surdopedagoge, specialist in the field of teaching and educating deaf children and his deputy - a physician otolaryngologist or foniatrist. This principle is being gradually realized /in our country/ within the inflow of qualified personel.

The discussed dispensories employ physicians audiologs, psychologists and pedagoges logopedists /specialists, dealing with speech teaching/. Apart of them, there are management and technical workers too. The dispensories can invite other specialists to colaborate as consultants.

We realize that this team of experts working in the dispensories is rather poor, and does not satisfy all the needs. However, because of all the difficulties that

usually exist during the first period, connected with the financial statute, staff and place character, we had to limit ourselves to the above said specialists.

The tasks and duties of a social worker are taken over by logopedists and partly by the magagement workers. Exercises which render efficient the remainders of hearing, and the adjusting of hearing apparatuses are as far as possible dealt with by physicians, the maintenance and repairing of apparatuses is most often transmitted to other centres. There are, however, some dispensories which are employing engineers in electro-accoustics as keepers. We realize that in the future these dispensories will be obliged to employ social workers too.

A separate question presents the matter of employing teachers - specialists in deaf children being simultaneously logopedists. In those places where the worker is a well trained pedagoge and in addition a logopedist /speech improvement/ everything is going on well, but there, where the worker is a logopedist not prepared to pedagogical work, things are going bad. The latter makes essential didactic mistakes which do not permit to reach the desired effects in the process of rehabilitation.

In the light of several years experience we arrive at the conclusion that in the case of a lack of specialists being trained in both directions, teachers should be employed who are prepared to teach the deaf and help should be ensured for them in the form of consultations with a good logopedist. This is better than to employ a logopedist not being trained in pedagogics. Such a solution provides better advantages for general development and the process of teaching deaf children. An adequately prepared surdopedagoge is undoubtly the most important worker in the process of deaf children rehabilitation and therefore main attention should be drawn to ensure a proper choice and appropriate number of the above mentioned workers.

The rules, which circumstantially regulate the work of dispensories, the tasks of separate groups of workers are determined, as well as the tasks by the Dispensory Council which consists of persons leading the child's rehabilitation and the representatives of the departments of health and education. The meetings of the Council should take place every quarter of a year, the chief of the given dispensory being the chairman. At these Council meetings the work plans should be analysed and confirmed, the work performed and its results should be estimated and new decisions taken concerning optional changes in the field of the dispensory work organization.

In order to ensure a collective work of all specialists in the process of a child's rehabilitation it is decided by means of fixed regulations that the child is assigned under the care of the pedagoge who is conducting it, who also trains its parents in the work led at home, and minds about examinations and exercises carried out by the physician and psychologist. At least once every two months people working with the child - pedagoges - logopedists, psychologists and physicians should meet and carry out a detailed analysis of the run of the work done, estimate its results and determine further course of acting. The results of the consulation should be recorded and signed by the partakers. Also the decision about transfering the child from the dispensory should be taken collectively and signed. This is to ensure a continuous raise of the level of work and an appropriate care of the child taken by all the specialists.

In the frames of the authority and duties of the central dispensory there ought be not only the improvement of the knowledge of district dispensory workers, but the training and work control as well. In the nearest future both these elements being taken into account, the raise of the work level in district dispensories will be possible.

It is still too early to estimate the results of the present activity of rehabilitation dispensories for children with hearing defects of the Polish Association of Deaf. We fully realize that the attainements are up till now rather poor, and that there still are in some dispensories lacks and shortcomings. It should be remembered that the Polish Association of Deaf, being the first social organization of the deaf over the whole world, started its valuable initiative in 1962 only. The years 1962-1966 were the period of preparatory-organizational work conducted within the frames of the activity of the Polish Association of Deaf in a close collaboration with the Institute of Mother and Child and the Central Audiological Rehabilitation Dispensory for Children with Hearing Defects as also with other institutions and organizations which take interest in problems of deafness.

The most important thing is the fact that the beginning has been made. The process of rehabilitation of a deaf and hard of hearing child in Poland starts since the most important life period for mental development of every child i.e. since postinfant and preschool age. This fact gives raise to the hope of the Polish Association of Deaf that the achievements of the most important aims of the rehabilitation and integration of the deaf and hard of hearing will be possible under the conditions which exist now in Poland.

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THE TASKS AND WORK OF SURDOPEDAGOGUES IN REVALIDATION DISPENSARIES FOR THE DEAF

(The paper)

Counselling and assistance are indispensable to all deaf : adults, youth and children, and even to theor parents and educators. The deaf, as investigations and experience indicate, are not in a position to overcome by themselves the confronting difficulties and, if they have to be equal to the hearing members of the community, properly organized dispensaries must extend assistance to them. From our experience we learnt, that most often assistance is needen in the scope of treatment and hearing aids, training intelligible speech and lip-reading, preparations of the young children for attending special or normal schools, and finally vocational education and assistance in finding a suitable job and succeed in keeping it.

The aforesaid shows, that the tasks facing the dispensaries are complex, and in order to accomplish them, the dispensaries must provide a many-specialized staff. There, first of all must be : physicians, electronic specialists, pedagogue-logopedists, psychologists and sociologists. It is true, that in various stages /and in different periods of life/ of revalidation of the deaf, occurs the intensification of some other forms of revalidation work, thus one time predominate medical treatment and fitting hearing aids, another time education and training, etc.

This paper, first of all, views the possibilities of extending by the surdopedagogue, assistance to the deaf child at the dispensary.

The task of the revalidation dispensary towards the young children with auditory deficiencies, is to secure them with, the same as the hearing ones, an allaround development, and within the feasibility, preparation for attending a normal school, together with hearing children, or for acquiring an education at a respective special school. With concerns to deaf children attending kindergartens and normal schools - the dispensary should help them to arrange proper relationship with the hearing children and assist in mastering the scheduled curriculum of study.

In both cases it means: to care for the children's health and physical development, medical treatment, fitting hearing aids and conducting exercises to render activation of the residual hearing (if some remain), and also work on mental development : knowledge and skills scheduled by the school curriculum, techniques of lipreading and speaking, forming a posture (habits) enabling learning and other forms of adapting the deaf children to the environment of hearing people.

Care for the health and physical development, medical treatment, fitting hearing aids and activating residual hearing, are in the first place the tasks of physicians and electronic specialists, without whom nowadays no dispensary for the deaf can effectively function.

The work on mental development and education of the deaf children, are the prime tasks of the rest of the staff, and chiefly of the pedagogues specialists ans educators of deaf children.

They have to impart to the children information about the world surrounding them : about the occurring phenomena and existing objects, their properties and relationship

between them, and the correlation of cause and consequence. The teacher-educator has not only to know, which phenomena, but also to what extend they can be explained to a child at the age of 2, 3 and which to the 5 years old; which of the spatial, temporal or numeral notions are easier or more difficult, and in whar order of precedency and in which manner they have to be introduced. He must not only teach speaking skills and lipreading of separate words, but also to construct correctly sentences and express logically in them, their own impressions, feelings and opinions about those phenomena.

Besides, when children attending kindergartens or normal schools are concerned, the educator should be in constant contacts with the teachers of these children, and watch carefully their progress at school, detedt and eliminate causes diminishing results in their studies, organize aid and serve with such an assistance, that the level of knowledge of these children by no means should be lower, but as a rule higher, or at least equal to the class' average level in all taught subjects, and give heed to their speech, so that : lipreading and speaking skills would present no difficulties to the hearing in communication with them. The educator apart from all these, should discreetly watch the atmosphere surrounding the deaf in its class and school, and endeavour to promote there an appropriate approach of the schoolmates and teaching staff.

These as we know are not easy tasks, and the pedagogues within the dispensary cannot fully accomplish them. From the very nature of the problem, the home must participate - parents or substututing them guardians, the school and kindergarten - the working there staff of teachers and educators.

Pedagogues working at the dispensaries have day in and day out to conduct their own work with the children, guide the work of the parents at home, at each visit instructing them in methods and forms of appropriate affecting their deaf

children, cooperate and on current matters assist the teachers and educators, who teach those children in normal schools and kindergartens. But also later assist the deaf youth studying at vocational, secondary and at schools of university standing.

The aforesaid illustrates, that at dispesanries of this type for the development of the deaf children and their preparation to live among the hearing, decisive is the form of psycho-pedagogical work. Most of place and time of the dispensary, most efforts and concern should be devoted to it, and to conduct this work the staff should be particularly carefully selected, and closely watched, that they accomplish their duties scrupulously and systematically. It might also be ventured a statement, that without an appropriately organized and conducted psycho-pedagogical work with hearing impaired children, there cannot fully be promoted their revalidation, preparations for life, even with the best medical care and electro-acoustic equipments at the dispensary.

Thus, it is quite obvious, that this work cannot be conducted by people with an incomplete education or amateurs, but only by well prepared teachers-specialists, qualified surdopedagogues. They must master an ample knowledge in the scope of normal and special pedagogics, and particularly didactics, knowledge in the scope of the normal and deaf child psychology, and in essentials of logopedics, activating the auditory analizer and the use of hearing aids. Apart from that, they should constantly up-grade in their profession, read and discuss most recent literature, hold conferences and up-grading courses, and conduct practices with mutual exchanges of views.

Setting forward to the leading place at the dispensary the psycho-pedagogical work, and the conducting it

surdopedagogues, does not mean and should not indicate underestimation, and the more so neglect of other specialists. In the modern, scientifically conducted dispensary, the staff must consist of, working appropriate hours, medical specialists, electronic specialists, psychologist, logopedists and sociologists. They all have defined and specially assigned to them tasks, as well with concerns to children and youth, as to adults, and these tasks by no means can be solved by the surdopedagogues themselves.

Moreover, even best prepared for their work surdopedagogues, working day by day with deaf children, instructing parents in conducting appropriate work, and assisting teachers, come across numerous difficulties, which quite often they are not in a position to solve by themselves. These can be created by particulard difficulties in getting the child accustomed to use the hearing aid during its lessons, difficulties in concentrating on the lips motion of the person speaking to the child, lack of peculiar - for the respective age - interest, reluctance against efforts, difficulty in pronoucing some words or sounds, etc. That rises the necessity of other specialists, particularly logopedists to assist the surdopedagogues.

The appropriate arrangement of the process of revalidation of the deaf children in the framework of the dispensary, requires not only defining compentences and tasks, particular specialists, reliably accomplished tasks, with a great sense of responsibility, but also harmonious cooperation, mutual assistance and counselling, since only under such conditions is possible a full accomplishment of these really difficult tasks facing the dispensary and other institutions concerned with providing the deaf for life in the modern world, in more and more complicated conditions.

From the illustrated here investigations, experiences and observations ensue the following quite essential conclusions :

1. Dispensaries for rehabilitation of deah should : to parents, educators, and teachers of deaf children, extend appropriate aid in arranging education and training in order to provide (as far as possible) for a full development, just like for the hearing, and especially impart the very same information and knowledge scheduled by the school curriculum. They should also extent assistance do deaf adults abd younth in their various vital difficulties. This requires many-specialized staff, medical specialists, electronic specialists, teahcers surdopedagogues, psychologists, logopedists and sociologists.

2. The proper organization of work at the dispensary requires defining competences, tasks, personal obligations and responsability for accomplishing them, setting a pattern of cooperation and mutual assistance, since only in such conditions can exist and develop efficient and effective team work.

3. Since the psychopedagogical fulcrum is of fundamental significance to the full development of deaf children and secures in the future the same conditions of life as for the hearing, therefore it is desirable, that the managment of the dispensary should be entrusted to one of the most prominent surdopedagogues.

4. With the aim to aquire maximal efficiency and effectiveness in work, the managment of the dispensary should:
   a) organize professional up-grading course for all its workers;
   b) demand from every worker to conduct reliable documentation of his work, so as to avail the use of it for generalization and scientific investigations;

c) introduce a regular system of controlling results in work.

5. It should be endeavoured, that dispensaries, as well as other revalidation centres, f. inst. schools, become a part of the State rehabilitation system, forming state institutions, since only then is possible a general effective care and assistance to the deaf.

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EDUCATION OF HARD-OF-HEARING CHILDREN
/A paper/

The term "hard-of-hearing" is not defined explicitly in dictionaries, encyclopaedias and periodicals. The textbooks define slightly defective hearing up to seriously impaired hearing with such terms as: "defective hearing", "impaired hearing" and "hard-of-hearing" using them as synonymes. Existing methods permit a precise examination to what degree hearing is impaired and its partial loss is told in decibels or percentages. Auditory defect estimated by means of speech or whisper is also measured in decibels applying methods of Portman or Boenninhans and Roser.

Limits in decibels differenciating between those of hard-of-hearing, with remnants of hearing and the deaf are not uniform and precise up till now. This is followed by considerable arbitrariness in directing children to elementary schools for the hard-of-hearing.

Thus children with slight auditory defects attend those schools together with the deaf. It happens that deaf children are good pupils in the schools for the hard-of-hearing. For the results of education not only the degree of hearing defects but also general intellectual level is decisive.

Elementary schools in Poland were attended by 5.176,600 pupils. According to Danish investigation about 2% children in their school age are hard-of-hearing. Assuming that at least 50% of them need special care we may estimate that about 51.766 children hard-of-hearing should be under special care in 1965/66.

The problem of education for the hard-of-hearing children became a serious one and needs not only proper consideration but definite solution. Up till now nothing much has been done in this field.

Results of work at the Selection Centre for Children with Speech and Auditory Defects, existing since 1952, show the necessity of organizing special education and schooling for hard-of-hearing children and with remnants of hearing. Before special institutions for hard-of-hearing children were established special classes for such children were organized in 1952 in Warsaw and Poznan. It appeared later that it is not advisable for hard-of-hearing children to attend the sames school with the deaf because it is necessary that they should steadily use speech and hearing. Therefore separate schools for hard-of-hearing childreh were organized: one in Warsaw in 1956, another at Trzebierz at the same time /now moved to Szczecin/ and the third one in Łódź in 1964.

In the school year 1965/66 three schools functioned in Poland attended by 332 pupils. Thus the number of hard-of-hearing children deprived of special care amounts 51.434 pupils. The number of those children is large and the problem of adapting them to schooling, work and life - remains.

There is rich professional literature concerning the deaf and has long tradition but there is lack of scientific pedagogic publications treating the problems of children with defective hearing. Some authors /M.Grzegorzewska, K.Kirejczyk/ state that the problem exists but do not elaborate on it. The topic was tackled by physicians

/T.Bardadin, St.Iwankiewicz, H.Siedlanowska/ but they discussed primarily the origin of hearing defects and remedies. A few articles appeared /T.Bystrzanowska, St. Iwankiewicz, K.Kirejczyk, J.Turzewski/ describing hearing aids and their application in education of hard-of-hearing children or with remnants of hearing /I.Stawowy/.

In view of the presented situation existing in the field of education of children with auditory defects, I should like to discuss following topics, basing on my experience as teacher in a school for hard-of-hearing children:

1/ Period of preparation of a child with defective hearing for school;
2/ Education of hard-of-hearing children in elementary schools for pupils with defective hearing;
3/ Training of elementary school teachers for work and handling a child deviating from norm;
4/ Teaching children with auditory defects and retarded in their development;
5/ Selection of children with defective hearing and speech.

The greatest care is needed for a small child who is hard-of-hearing and in the first place this period of development must be taken into consideration. The main thing is to give such child the best conditions possible needed for its development. Good results are being achieved with cooperation of physicians-audiologists and specialists in acoustics and surdopedagogy. Modern technology offers many instruments amplifying sounds thus enabling a child to receive them. The purpose of audiological pedagogy is to make the child take advantage of every remnant of hearing in order to create such conditions which are approximate to those of a normal child. Defects of hearing could be compensated by a hearing aid adequately selected, while the evolusion of speech and general psychical development must be controlled by pedagogues, logopedists and psychologists. It is their job to direct the child's education

in such a way that it may develop on an equal level as a well hearing one.

Consultation Centres for Deaf Children and their Mothers are being established in our country in recent years. They assist both the children with defective hearing or speech and their parents. In spite of rather short experience, these Centres have achieved positive results. Their number is however too small to take care of all the children needing help.

A Centre concerned with a small, hard-of-hearing child ought to prepare it for the beginning of its school work. The work of such Consulting Centre will undoubtedly contribute to the fact that some children will be able to begin education in a normal school but not all the children with auditory defects will be prepared for a normal school. This is caused by eddditional handicaps, environmental neglect, poor health, difficulties in expression etc. Such children will find their way into elementary school for the hard-of-hearing. The school will continue the work started by a Consultation Centre. Teachers, especially trained for the task, together with audiologists, laryngologists and psychologists must endeavour to compensate the deficiencies and contribute to child's development. Small classes of hard-of-hearing children and a whole set of instructional aids adapted for such special schools permit to master knowledge and skills scheduled by curriculum of particular grades as it is shown by experience so far.

Basing on teaching results attained in Polish schools for the hard-of-hearing together with investigations of my own concerning the course of life of the alumni from such schools one may state that the children with auditory defects given extra hours for Polish language and for articulation are able to cope with curriculum of a normal elementary school. Thus a hard-of-hearing child after compensating vocabulary and articulation defects and getting rid of accompanying complexes may pass into normal school being taught successfully normal curriculum at a special school.

Furthermore such child with auditory defects is given possibility to continue education in a normal secondary or vocational school. Already after passing lower grades of special /for the hard-of-hearing/ school some of the children ought to develop adequately and to master curriculum to a degree enabling them to be admitted into normal schools and to continue education there. However in order to find proper understanding in normal schools, the hard-of-hearing children must have the teachers trained for work with them. Thus necessity arises to pay greater attention to specialistic pedagogy in teachers' colleges. There seem to be good reasons to train all teachers in the work in special schools to enable them taking advantage of instruction gained during their studies about handling children requiring special care. Children with auditory defects, mentally handicapped and with limited possibility of development - constitute a separate problem. Curriculum and methods of teaching must be adapted to the possibilities and requirements of the children. The methods would differ from those applied for work with normal however hard-of-hearing children. Therefore it is necessary to organize for the hard-of-hearing and mentally handicapped children separate classes and even schools with narrowed curriculum and different methods of educational work.

My research on course of life of the first 44 alumni completing education at Warsaw School for the Hard-of-Hearing shows that all of them cope with problems of life and earn their living. They have acquired profession after studying either in normal schools, training centres for invalids or in vocational schools for the deaf. They finished schools and work in following trades:

Occupation	No
Purse-maker	1
Medical laboratory hand	3
Precision mechanician	1
Snack-bar helper	1
Buther	1
Cook	1
Kitchen help	3
Compositor	8
Tailor	6
Locksmith	1
Turner	1
Welder	1
Draftsman	3
Farmer	1
Caretaker-janitor	1
Student	1
Apprentice	2
Miscel.	4
T o t a l	40 persons

Three girls after getting married are occupied with house-keeping only and are not wage-earners. One boy after graduating secondary school /high school/ emigrated with his family.

All who are employed enjoy excellent opinion for their industry, integrity and rehability. They are surrounded with good atmosphere, they are liked as fellow-workers or understanding superiors.

There is no doubt that School for the hard-of-hearing gives the students adequate preparation for further vocational training. None of the alumni had any difficulty in learning a trade and in their places of employement are efficient and appreaciated workers. Good results in their work they attain due to systematic study from the very

beginning of education in so called "Centres of work" through expression and practical and technical training. The children are well educated and broken into work.

In my contact with the alumni I gained excellent impression as to their standard of life, clothes, neatness of their homes and household equipment this all giving them credit for their resourcefulness and good management. They enjoy good opinion among their families, employers and custodians. They discharge their duties both at home and in their employment to full satisfaction of all concerned. We may safely say that the alumni of Warsaw School for the Hard-of-Hearing are full-fledged people.

V KONGRES ŚWIATOWEJ FEDERACJI GŁUCHYCH – WARSZAWA 1967
V Congress of the World Federation of the Deaf – Warsaw 1967
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THE EDUCATION OF DEAF CHILDREN IN SCHOOLS FOR HEARING PUPILS IN THE UNITED KINGDOM

/The paper/

Introduction

Current attitudes in the United Kingdom to the education of all handicapped children are probably still represented by the view expressed in an official report of the Ministry of Education in 1954 that they should, as far as their condition allows, be kept within the normal environment and that they should not be surrounded by an atmosphere of disability. "No handicapped pupil" it was said "should be sent to a special school who can be satisfactorily educated in an ordinary school"[1]. Nevertheless it is still considered that special schools are the proper educational environment for about 6.000 children with defective hearing. This paper examines the conditions of hearing handicap which allow a child to remain in the normal school environment and looks at what is meant by being "satisfactorily educated" in an ordinary school. Over the last twenty years two patterns of educational provision in ordinary schools have been established to meet the needs of hearing impaired children.

One arrangement is for children to be placed in ordinary primary or secondary schools but to be taught for most of the school day in a small, special class by a qualified teacher of the deaf. The children are expected

to be able to participate in the life of the school and, where appropriate, to take some lessons with the hearing pupils. Such a class or group of classes is known as a "partially hearing unit" although some of the children attending such units are severely deaf.

The second type of specialist help is that given to children who, in spite of a hearing impairment, attend ordinary classes and are taught by ordinary teachers. Their education is overlooked by teachers of the deaf who make occasional visits to their schools. These "peripatetic teachers" may give guidance in the form of advice to and consultation with the regular class teachers or they may give individual remedial teaching to the children with defective hearing. The frequency of their visits varies from weekly for a few children to annual for the majority. The peripatetic service and the units are developing services and both show considerable local variation in their aims and organisation. There is not general agreement amongst educators about their function nor about their merits.

<u>The Partially-Hearing Units</u>

The criticism levelled against units are, that being small they do not allow satisfactory educational grouping of children according to age, ability and severity of handicap; that being cheaper to provide than special schooling they may be filled with children who could be better educated elsewhere; that being isolated their teachers lack the support of senior teachers of the deaf; that because unit teachers are better paid and have smaller classes than their colleagues teaching hearing pupils their presence in a school may be resented.

Other criticisms are voiced but these are the chief difficulties raised; they may be described as educational and administrative ones. The advocacy of units has its basis more in social and psychological grounds. It emphasises the normalising influence on modes of behaviour of being educated at the least alongside, at best completely

integrated with hearing pupils. It gives prominence to the advantages of keeping the handicapped child in a day school and so in continuous contact with his family and local community. In a unit, children are said to derive a sense of security from the presence of others similarly handicapped and at the same time a stimulus to higher attainment in school work from sharing the aspirations of normal children. If so, the unit appears to offer particularly favourable conditions for learning.

In the absence of any large survey by which to test the validity of such judgements, facts about eight unit classes of seventy-one children, together with information submitted by sixty-one Head teachers of ordinary schools in which units were established, are used as a basis for discussion. Three of the eight classes were for infants, three for juniors and two for secondary pupils. Some were in city schools, others were in schools in towns drawing some children from surrounding rural areas. In all the units there were many children who travelled considerable distances to school; some making journeys of up to an hour twice a day. Whilst education in units obviously allows children to live at home it does not generally enable them to attend their neighbourhood school and so maintain in out-of-school hours the friendships they form in school.

The criticism that children in unit classes are not a homogeneous group seems to be valid but it does not appear that this is educationally disadvantageous. As shown in tables 1 and 2, there was a wide range of hearing loss and of mental abilities in the children in the eight classes and fourteen out of the seventy-one children had additional handicaps including cerebral palsy, poor vision and emotional disturbance.

Table 1

Hearing Impairment of Children in Units

AVE.HEARING LOSS /500,1000,2000 H_z/	30db	30-50db	50-70db	70-90db	90db
No.OF CHILDREN	7	10	33	17	4
% OF CHILDREN	9.8	14.0	46.5	24.0	5.6

Mean hearing loss = 62 db; σ = 19.5

Table 2

Abilities /Non-Verbal/ of Children in Units

Grade	Very dull	Dull	Average	Bright	Superior
No.OF CHILDREN	4	19	35	10	1
% OF CHILDREN	5.8	27.5	50.7	14.5	1.5

Although in four of the classes the children's ages only extended over two years or less, in other classes the age range was as great as four years. The units were the first schools entered by only twelve children; nine others came from special schools of different kinds. The remainder, an overwhelming majority, have had experience of failing to keep pace in normal classes and therefore need rehabilitation as well as remedial teaching.

Clearly the children in any one unit class are diversified by wide differences in age, ability, handicap and educational background. Is this difficulty for the unit teacher reflected in the attainments of the children? If we take reading /because of its effect on all school work/ as the most significant single index of educational attainment, we find that about half of the unit children are retarded. However this level of attainment equals that of the hearing-impaired children attending ordinary classes who were studied by Fisher /1965/[2]. The children tested by Fisher had

a mean hearing loss of 38 db. /S.D. 10.8/ and although unit provision was available for them they were considered properly placed in ordinary classes. Table 3 gives comparative results of tests of reading. These results show that it is unrealistic to assume that special

Table 3

Comparison of Reading Attainments

Type of Schooling	No of children	Mean hearing loss	Reading Quotients			
			Higher than 114 /Able/	85 - 114 /Average/	70 - 84 /Retarded/	Below 70 /Severely retarded/
Units	66	62 db	6%	41%	38%	15%
Ordinary classes /Fisher/	83	38 db	5%	45%	30%	20%

educational treatment can accelerate children's attainments to such a degree that they catch up once they have fallen behind but they do show unit children comparing favourably with other hearing-impaired children. The heterogeneity of the unit class does not then appear to depress attainments in reading; perhaps on the contrary it may contribute to raising standards by compelling teachers to design more individual schemes of work for their pupils.

Thus an arrangement with apparent disadvantages for the teacher may prove to be in the interests of the children.

It has been claimed that another stimulus to good attainments comes from close contact with the achievements of hearing children; this stimulus can only operate if there is genuine interchange between the hearing-impaired and normal children. Sixty out of sixty-one Heads of schools in which there were units agreed that the unit children were accepted by the hearing but only half found

that the two groups mixed socially of their own accord. Some organised opportunities to mix for educational and social purposes were available in all sixty-one schools, but the lengths of time involved varied greatly. In the eight unit classes which I observed, a few of the youngest children join hearing pupils only for assembly, physical education, music and dancing - perhaps three hours per week. Other infants and most older children increase this time by integrating for art, craft, drama, swimming, domestic science or woodwork. Integration for academic subjects is extremely limited. Only four secondary and three junior pupils attend hearing classes for subjects such as English, Maths., History or Geography. One boy out of the seventy-one is fully integrated with an ordinary class.

These programmes of integrated activity are probably typical of many units but a growing number of schools organise the programme differently and here the term 'unit' seems to be a misnomer. In these schools, nineteen out of the sixty-one replying to questionnaires, the hearing-impaired children are normally taught in ordinary classes and withdrawn at certain times to receive special help from the teacher of the deaf attached full-time to the school. This degree of integration assumes relative independence both of specialist teaching and of continuous use of hearing-aids in good acoustic conditions. There are those who regard this level of independence as a minimum objective for unit children at the secondary stage and who question unit placement for those who do not attain it.

Teachers in units do not necessarily share this view. The teachers of the two secondary unit classes thought that only four children were wrongly placed, that five would ultimately proceed to full-time education in normal classes but that ten should complete their education in the unit. The teachers of the infants and juniors thought all except four children correctly placed and although they predicted return to ordinary classes for 40% of the group they thought that 60% would end their school life in units.

At first I questioned whether three groups of children were properly placed. One group were severely deaf children with average losses greater than 80 db. and poor scores on speech tests of hearing. However, apart from two children who were recognised as misplaced, all this group had average to good ability and very natural speech. They had better attainments in reading than the unit group as a whole and so successfully maintained their position within it. One might think a second group of children who were bright and had moderate hearing losses for pure tones could cope in ordinary classes but speech tests of hearing showed that they happened to be children who were particularly dependent on the use of hearing-aids. They would be seriously disabled by the reverberant and noisy conditions in ordinary classrooms. A third group seemed obvious candidates for full-time education in classes of hearing pupils because they had hearing losses less than 40 db. Certainly they needed remedial teaching and the security of a small class but they did not need a teacher of the deaf. They were grossly retarded in reading but this appeared to be more the product of mental disability or emotional disturbance than of their slight hearing loss. I concluded that except for this last group nearly all of the seventy-one children, despite complex conditions of handicap, were beaing "satisfactorily educated" within the unit-normal school environment.

<u>The Peripatetic Teacher Service</u>

I have little personal knowledge of the peripatetic teacher service and so must rely on information supplied by a teacher who is organiser of all services for children with hearing impairment attending ordinary schools in one County[3]. A brief description of the provision for children in his care must suffice. It is probably similar to arrangements elsewhere. This organising teacher has responsibility for 241 children but of these 180 are seen only once or twice during their school career. Twenty-nine children are seen once a year in order that he may

check that they continue to progress satisfactorily. Another nine children about whose progress he is less confident are visited in school once a month or once a term. These children are given help with lipreading and hearing-aids and their teachers consulted about the children s school work and personal adjustment. Such visits provide opportunities for continuous appraisal of the educational placement of the children. The remaining eleven school children are seen once a week or fortnightly and are given remedial teaching in the basic skills. They fall into two distinct groups: /a/ those who are fairly recent entrants to school and who are just maintaining progress with extra teaching; /b/ those who have severe handicaps exacerbated by hearing defect. In addition this teacher is responsible for parent guidance and regular home training of twelve children not yet of school age. He also assists in the assessment of hearing and the educational placement of children referred to audiology clinics in his area. He formed and is teacher-in-charge of two unit classes.

Conclusion

In conclusion I wish to offer one or two suggestions which have occurred to me in the process of gathering together this material.

Since peripatetic teachers are expected to be more or less omnicompetent as administrators, remedial teachers, audiologists, advisers to parents and other teachers, a special course of training for them seems desirable and could be based on the work and experience of those who have already pioneered the service. Both the weight of the case load and the breadth of duties required of peripatetic teachers seems excessive. The burden could be reduced by providing more of them and by a division of labour between peripatetic teachers with an audiological bias and those with a teaching and advisory bias.

In practice, integration is usually seen as a one-way movement of children - the handicapped joining the hearing.

I think it capable of development into a two-way exchange of both children and teachers. Small groups of hearing children can sometimes join the hearing-impaired in the unit classroom for free activities, projects, remedial teaching in maths. or reading. Good relations in a school are also fostered when the unit teacher regularly takes whole classes of ordinary children for subjects in which she is particularly interested or well qualified.

If hearing-impaired children are to be truly integral members of the hearing school society and not just a fringe element, they need to contribute to as well as take from that society. An excellent scheme in one school illustrates my point. A group of junior children in a unit were given training in librarianship and appointed school librarians and so made a contribution to the school; they experienced giving a service and the arrangement ensured contact with every other pupil. The advantages of integration in ordinary schools cannot be completely assessed by counting the hours of contact with the hearing or measuring the ability of the deaf to "keep up". Perhaps more important is the opportunity offered to both hearing and hearing-impaired children to recognise each other s place in society.

My final comment is to recognise as most people do that in providing for the education of children with defective hearing a variety of placement is necessary. The old alternatives of special school or no provision were inevitably too restricting for some children and wholly inadequate for others but we should be careful in our enthusiasm for newer forms of provision that we do or say nothing to suggest that special schools are intended for children who fail. They are for children with handicaps which are different in kind and degree from those discussed here. The special schools will gain by becoming progressively more outward looking and increasing their contacts with ordinary schools.

many are already doing this. In the future there may be advantages in building special schools on the same sites as ordinary schools and having all children the amenities of the educational precinct.

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DIDACTICAL PRINCIPLES OF EDUCATING THE DEAF IN THE LIGHT OF THEIR REHABILITATION GOAL

/The paper/

Social position of the deaf, the level of their relationship with those able to hear and the scope of efficiency of productive activities are determined by the standard of their education.

Therefore the deaf education specially organized for the purpose is the most important problem of their rehabilitation.

The deaf tuition in the USSR is undertaken as part of the general system of public education. The State character of the deaf education provides for constant development and improvement the system specially organized for the purpose.

General education is provided for all deaf children /eight-form special school/. At present a new task is

being fulfilled, i.e. provision of general incomplete secondary education for all deaf children /twelve-form special school/.

In order to raise the educational standard of deaf adults employed at enterprises, in the framework of public education provision is made for special evening /mural and extra-mural/ incomplete secondary and special secondary schools.

In special schools general, polytechnical and vocational training of the deaf is undertaken. In addition to that, graduates of special schools have a possibility to get a higher standard of vocational education in special vocational-technical school or in general technical schools together with hearing pupils/ or higher educational establishments /institutes/. Considering peculiarities of cognizing activities development of children with vestiges of hearing /the poor hearing/, their education is conducted separately from deaf children, special primary and secondary schools having been created for hard-hearing children.

Specially organized pre-school tuition of deaf children is part and parcel of their school education. All children aged from 2 to 7 are educated and taught in kindergartens or families on the basis of a specially elaborated preliminary system to school education.

The whole system of the deaf education is based on scientifically elaborated principles.

Deaf children training is a complicated process involving specific principles and rules, investigation of which is the special subject of didactics /educational theory/.

In the didactics system - the "pure oral method", the scientific essentials learning process is dependent upon the level of oral speech command which fact hampers advance of their cognizing activities. This system was justly criticized at congresses of the World Federation of the Deaf.

The Soviet didactics of the deaf education is founded on the principle of close relationship of scientific ABC's learning and moulding a personality of the deaf child as a means of communication, thinking and education. In order to attain the unity of processes of scientific essentials learning and transformation of cognizing activities of deaf pupils, the Soviet didactics has elaborated a system of formation and utilization of all kinds of verbal speech /oral, written, dactyle, including speech of gestures/ at different stages of deaf pupils' tuition.

Application of different kinds of speech as a means of education and thinking enables to conscientiously master the academic material, improve the activity and independence of deaf pupils and transform their learning and practical activities.

Natural and scientific basis of didactics of deaf children tuition is the conventional reflex theory. The psychological teaching by I.M. Sechenov and I.P. Pavlov enables to correctly assess peculiarities of deaf children's sensual perception, analytical and synthetic activities of the cortex, inter-action of two signalling systems and scientifically elaborate principles of scientific essentials educational process in conjunction with formation of verbal speech as a means of education and cognition advancement.

Teaching of scientific essentials in harmony with logical verbal thinking provides not only for memorizing the knowledge by deaf children but also creates a basis for transforming their cognizing and practical activities with a view to inclusion them in the hearing sphere.

The process of deaf children's education consists of several stages. Deaf children's cognition begins with sensible perception. Concrete images imprinted in memory in the course of sensible perception are gradually formed into notions and conceptions. Formation of deaf children's "know-how" of using the knowledge obtained through practical activities presents a characteristic tendency of the

whole process of education providing for their active life among the hearing.

The process of mastering scientific essentials in harmony with formation of verbal speech habits as a means of associating with other people and formation of cognizing activities of deaf children provides every ground to subdivide the process of their tuition into three stages different from one another:

The first stage - tuition of deaf children with no command of verbal speech as a system of communication and cognition;

The second stage - tuition of deaf children with a practical command of verbal speech as a system of communication and cognition; the third stage - tuition of deaf children with a good command of verbal speech as a system of verbal and logical thinking and communication.

The process of deaf children's education at each of the above stages differs not only in the more complicated academic material but also in changing the means of tuition, the pattern of mastering scientific essentials and speech as a means of communication and cognition. Each stage of tuition has a profound difference both in the surdo-teacher's activity and in education of deaf pupils.

Based on the up-to-date tasks of deaf children's tuition and peculiarities of their cognizing and practical activities, the Soviet surdo-pedagogics has elaborated the following didactical principles of tuition;

a/ Unity of the process of scientific essentials mastering and the process of verbal speech formation in its dactyle, written and oral forms;

b/ Unity of the process of deaf children's tuition and the transformation of their cognizing activities - educational tuition;

c/ Combination of both tuition and visual, practical and labour activities /theory and practice/;
d/ Application of visual and verbal means of tuition;
e/ Consciousness and efficiency of deaf pupils in the course of mastering scientific essentials.

The Soviet didactics of deaf children has come into being as a whole theoretical conception which is being put into practice in special institutions. Development of technical progress and social relations offers more complicated requirements to rehabilitation of the deaf. For the purpose of a more profound and all-round substantiation of didactic foundations of deaf childrens tuition, the Soviet surdopedagogy carries out research in the field of the following problems:

a/ Determination of the main lines of development of the deaf rehabilitation theory;
b/ Study of special requirements to rehabilitation of the deaf;
c/ Determination of contents of general, polytechnical and vocational training of deaf children with respect to raising the educational level and rehabilitation;
d/ Improvement of the existing methods and elaboration of new ones for scientific essentials education of deaf children, verbal speech and vocational skills and trades in the light of up-to-date practical industrial requirements at enterprises with higher techniques and complicated industrial technilogy;
e/ Elaboration of a system of new visual aids and technical means of deaf children's tuition at the level of up-to-date technical know-how in electrical engineering, electronics etc.;

For the purpose of developing theory and practice of deaf children's tuition, we urge surdo-teachers of all countries to exchange opinions on matters of didactical principles of tuition of the deaf and unite their endeavour in elaboration of scientific problems of deaf children and adults' tuition with a view to attain a higher level of rehabilitation.

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CAUSES FOR CRISIS OF EDUCATION SYSTEM OF THE DEAF IN SPECIAL SCHOOLS.

/A paper/

Every educational system accepted generally for both normal and handicapped people is adjusted to prevailing living conditions of a given period, and first of all to the needs and ideas of the class holding political power. Such was the case with the system of charity, with the system of individual education of the deaf and ultimately with the system of special schools. Every system failed and disappeared in struggle when it ceased to satisfy the needs of newly born epoch, new living conditions and new ideas.

Present and furthermore future times are featured by rapid changes. Unprecedented in history development of science and amazing progress of technology permit nowadays to master the universe, liberation of, unknown till recently, nuclear energy powerful in its activity, electronic machinery multiplying efficiency and range of human thought - put the man in strange, changed and new situation. Introduction of mechanization and automation in production and in every-day life of man with gradual disappearance of colonialism, racism and capitalism, make those changes more significant. New system of economic, social,

cultural and political life emerges and more distinctly. New reality is being born.
Life in those conditions becomes much more complicated. It places new and steadily growing demands first of all before the education system as being preparatory in introducing man to a different and constantly changing, often uncomprehensible, reality. Thus originates and grows the crisis of educarion system all over the world. We witness therefore a wave of scientific research, a birth of new organizational concepts and introduction of schooling reforms all over the world. Under those conditions a conviction grows that knowledge about proper behaviour will be decisive in status and place in life not only for individuals but for whole social groups. People and whole professions standing on low level of education and general development being not integrated into modern, difficult and constantly changing life, will be pushed to its margin, condemned for existence in ever worsening conditions and even may become a useless social burden. This lot threatens the deaf. Their low level of education ecquired in special schools, poor training in skills, desintegration and nearly alienation from the society of hearing due to difficulties to reach understanding by means of spoken words makes difficult and often impossible full participation in life under more complicated conditions. It will be possible only by guiding the deaf to the level of development equal to that of the hearing and even in certain fields to a higher one for the purpose of levelling in that way negative consequences of deafness in getting along with the hearing. There is no other way for the deaf. It appears from the above, that at the basis of ever growing critic and crisis of generally accepted educational system in special schools for deaf children lies its maladjustment to modern times and especially poor results of schooling and connected with it

small possibilities of reaching understanding with the hearing. Knowledge acquired after eight or nine years of education in special schools for the deaf encompassed within the scope of 4 or 5 grades of elementary school shut those childdren out from the possibility of higher education and intergrating them fully into the current of changes occurring in life.

The most important reasons causing such low results of education are now considered not so much schooling methods /according to general opinion recently/ but organizational errors in the system of special schools, viz.:

- wasting early years of life and late beginning of education not sooner than in the 6th or 7th year of age,
- far reaching isolation, often nearly complete segregation of deaf children from the hearing during the process of their education,
- small participation in scientific achievements and lack of team-work of various specialists during the period of rehabilitation and education of deaf children.

Correct influencing a child during the first years of its age is of very great importance, as is shown by scientific research work on physiology of central nervous system, psychology and pedagogy. From that depends in an essential degree the development of every child and more so of a handicapped and also of a deaf one. Our present, commonly applied, system of educating deaf children in special schools, is concerned first of all with children in the age of school obligation /without guaranteeing to serve all children/ paying only marginal attention to the preschool age and disregards completely the first three years of child's life. Such procedure is at variance with results of scientific research and therefore the whole system requires at this point adequate corrections and alterations.

Proper psycho-educational work with the deaf ought to begin

from the moment when deafness is recognized, therefore very often in the first year of life, and not before enrolling the child in school. During those years not only physical development ought to be assured equal to that of children of the same age but also psychical one: The child has to be taught reading lip speech and speaking aloud because according to experience that period is the best because at that time of life every child learns to speak.
This has been tried in our and in other countries thus showing that the result is quite possible to be attained. Wasting first years of life causes retardation in general development and in learning speech which cannot be compensated during school years thus becoming one of the reasons for poor results of teaching.
Organization of psycho-pedagogical influence on children in their first years and in the preschool age ought to be included into obligatory system of schooling and education because only then it will be possible to achieve an equal level of development of deaf children with that of hearing ones. This must be done regardless whether in form of special institutions for deaf infants staying there with their parents or without them or in form of tutorship in family house or in normal kindergartens.
Isolation of deaf school-children from the society of hearing is further, negative in its results, feature of generally adopted system of education in special schools. Deaf children learning in those schools and living in boarding-schools exclusively for them, have slight contacts with the hearing and consequently have no use of speech as it suffice them a poor and simple language of natural gestures, taught signs and dactylology which the environment of the hearing does not know and does not understand. They acquire under such conditions a great deal of useless knowledge and skills, developing a

series of habits totally unsuitable in their future life among the hearing.

Understanding correct mother tongue and using it in the environment of special school is usually not necessary. By learning to speak and training articulation, without the necessity of using speech in mother tongue in steady contact, the problem is not solved and the children leaving special schools cannot establish mutual understanding with the hearing. Their amount of education, without good knowledge of language, is and must be also limited. Therefore in the history of education of the deaf we may notice sporadic attempts leading not only toward decreasing the degree of isolation but to its complete abolition and aiming to close contacting the deaf children with the hearing both in classes and in everyday life.

Those attempts followed two courses: one keeping education of deaf children in separate special schools aimed at contacting them with the hearing by means of picnics, visiting, meetings and even sharing boarding-schools; the other tried to enroll deaf children in normal schools. First trials brought nothing much new. Next ones after a series of failures give presently more hopeful results. The most interesting are:

1/ Placing a whole class of deaf children in a school for the hearing and teaching it by special methods with establishing close contacts with hearing pupils of neighbouring classes; 1/

2/ Including small groups of deaf children in the same classes with the hearing ones;

1/ A.P.Pongilskaja, E.J.Gieroskina "Experiments in teaching deaf children in schools for the hearing". Institute of Defectology in Moscow, 1956/57.

5/ Teaching individual deaf children together with hearing pupils in normal schools; this being practised more and more especially in Poland.

The first theoretical elaboration of the concept of new system of educating deaf children in normal schools together with the hearing pupils presented on international arena dr. Kazimierz Kirejczyk /POLAND/ at IVth Congress of World Federation of the Deaf in Stockholm in 1965. 2/
In his paper, referring to his investigation of cases of deaf children learning together with the hearing pupils in normal schools in Poland and finishing at the same time as the hearing ones not only elementary schools but secondary and of higher education and even obtaining scientific degrees, the author drafted a proposed reform of the present system of teaching deaf children in special schools. He suggested taking care of deaf children when they are two years old thus preparing them for school work together with the hearing children and then admitting such prepared pupils to schools for the hearing assuring simultaneously adequate conditions and help for them. The paper caused a lively discussion but did not find any reflection in the final resolution of the Congress.
Since that time four years have passed. Educating deaf children with the hearing ones in normal schools and showing good results became more frequent not only in Poland but in other countries. Nevertheless the system of educating deaf children in special schools isolating them from the hearing in spite of its inadequacies is being practised generally up till now. This gives a smaller scope of knowledge to the deaf children thus limiting their development and possibilities to attain success in life.

2/ K.Kirejczyk:The Designed Reform of the Welfare and Education System of Deaf Children-Polish Ass'n of the Deaf 1965

Nearly absolute ruling of the present, traditional system of educating deaf children in special schools and in isolation from the hearing and successful experiments in teaching them together with the hearing in normal schools in different countries contributed to growing research and to increased number of papers in this field at the present Congress.

All the papers, especially initial investigations conducted in Poland, prove that the deaf children can be /providing specified conditions are kept/ educated successfully together with hearing pupils, passing with them into higher grades and finishing elementary schools after learining subjects scheduled in curriculum - then graduate secondary and higher schools at the same time and with equally good results as the hearing ones.

Special attention should be paid, in next few years, to widening the scope of those experiments, their close examination and submitting them to practical tests in other countries, because they show that probably a new way was found permitting the deaf to reach the same level of general development as the hearing.

Now, the last problem a very important one for education of the deaf: profiting from scientific achievements in the work on development of deaf children.

Special schools employ chiefly teachers and tutors only. They are experts in teaching and educational methods for deaf children but they do not command enough knowledge in the field of otolaryngology, phoniatry, ortophonics, electroacoustics, and hearing aids, psychology of the deaf, methods of activating defective analyser of sounds etc. Without full and proper utilizing of knowledge and skills embodied in those scientific disciplines it is rather difficult to discuss full rehabilitation of the deaf. Therefore their teacher must be sure to have ready assistance of experts in

other branches of science dealing with deafness. It is a disputable question whether such experts ought to be employed in schools or in special consultation centres but beyond any discussion is the necessity of securing their help for the teachers, tutors and families working on full rehabilitation of the deaf.

It seems that in this way not only the causes of the crisis in special schools were presented but basing on modern theory and practise in the field of rehabilitation, essential direction of changes in the present system of education of deaf children has been outlined.

In our opinion:

1/ Pedagogical work on development of deaf children ought to begin earlier /from the moment the deafness was recognized/;

2/ This work ought be integrated with the life and education of hearing children as much as possible;

3/ Achievements of other scientific disciplines connected with deafness must be widely exploited by complementary including of experts representing those disciplines in the process of rehabilitation.

There might be and are possibilities and methods of solving those problems /depanding on existing social, economic, cultural and political conditions in different countries/. In Poland in ever larger extent consultation of experts is introduced as well as teaching individual deaf children in classes for the hearing within the framework of state elementary, secondary, vocational and higher schools. In other countries education may take place in family homes, or by one or two children enrolled in classes in private or communal schools for the hearing children. There might be other organizational forms. In all cases however as it is

pointed out by new trends and considerations presented above, a tendency ought to appear aiming at beginning of special pedagogical work from the moment when deafness was recognized and directed toward connecting teaching and education with life and with that of hearing children and grown-ups together with tendency to profit fully from all the conquests of science. Without fulfilling those conditions it is impossible to attain by the deaf the level of the hearing and to integrate them fully into ever changing and complicated stream of life. Such are the requirements of present times and therefore everything ought to be done in order to enable the deaf to meet them as soon as possible after changes introduced into present system of education.

Closing these considerations one thing ought to be added for the purpose of presenting a fully clear picture namely that from present experiments and research it does not follow that all the deaf children will be in a position to enter the road of educating them together with the hearing. There is not an apparent possibility to enroll in normal schools deaf children mentally handicapped, deaf and also afflicted with serious eye defects and such deaf children who in their first years of life were not prepared to learn together with the hearing.

Therefore the total riddance of present system of educating the deaf is not desirable but the tendency ought to aim at its reasonable limitation and at establishing two parallel systems, at least for a time being,namely: new one for educating particular deaf children in normal schools together with the hearing ones and the other, existing now, for education remaining deaf children in special schools after introducing changes and modernizing on the basis of tendencies presented here. Such organization of education at the present state of theoretical and practical science ought to meet the requirements of all and enable them to attain the highest, and within their reach,universal development and to be trained for the useful life in modern society.